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ABSTRACT

In view of existing inequities and discrimination against women in higher education that deprive them of quality education and educational opportunity, there is a need for leadership in our colleges and universities to remedy institutional policies and practices that contribute to the preservation of those inequities and support sex discrimination. To this end, every institution is urged to develop an affirmative policy and plan for action regarding women students, faculty, administrators, nonacademic staff, and trustees. A statement of the policy, including a plan and time-table for implementation, should be published and available for review by any person in the institution. These American Association of University Women (AAUW) standards are stated in terms of general objectives for women students, faculty and administration, and administrative practice, and suggested related operational criteria, which provide means for assessing the achievement of those objectives.
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Standards for Women in Higher Education

Affirmative policy in achieving sex equality in the academic community

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Recommendations made by

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A A U W

STANDARDS FOR WOMEN
in
HIGHER EDUCATION

In view of existing inequities and discrimination against women in higher education, which deprive them of quality education and educational opportunity, there is a need for leadership in our colleges and universities to correct institutional policies and practices which contribute to the perseveration of those inequities and support sex discrimination. To this end every institution is urged to develop an affirmative policy and plan for action regarding women students, faculty, administrators, non-academic staff and trustees. A statement of the policy should be published, be available for review by any person in the institution and include a plan and time-table for implementation.

These AAUW Standards for Women in Higher Education are stated in terms of general objectives and suggested related operational criteria which provide means for assessing the achievement of those objectives. It is recommended that each institution examine its policy in regard to the following objectives:

I. Women Students

A. 1. Objective (Admissions):
Admission requirements, standards, policies, and procedures affecting full and part-time enrollment at all levels - undergraduate, graduate, and professional schools - are the same for men and women applicants and ensure full equality in opportunity for admission (this implies elimination of any written policy or practice of quotas).

2. Operational Criteria
a. Are quotas, written or practiced, used at any level of admissions?
b. Are equal standards used for the admission of men and women at every level?

B. 1. Objective (Program Flexibility):
Curriculum innovations permit women and men to combine career-oriented training, work, and/or pursuit of a career, with their family and the raising of children. Requirements and procedures for residency, full-time employment, credit transfers, and full-time or part-time enrollment are flexible and equitable in accommodating the needs of both women and men students.

2. Operational Criteria:
a. What kind of flexibility is built into the academic program?
b. How are problems handled for students transferring from or to the institution or who have need for special programs or classes at other than usual hours or for individual purposes?

C. 1. Objective (Curriculum)

a. A Women's Studies Program, departmental and interdepartmental, with specific programs to develop leadership potential and opportunities for women, has been established in the total academic program.
b. The total curriculum is reviewed periodically in terms of its relevance for all students, particularly for women and minorities.

2. Operational Criteria
a. Has consideration been given to a Women's Studies Program or has one been started? In what departments?

b. In what ways is the leadership potential of women students being fostered on campus?

c. What informal workshop and programs have been provided to meet women's needs?

d. How is the total curriculum evaluated in terms of the needs of individual students?

D. 1. Objective (Counseling):
Special counseling is available to meet the needs of the diverse women student population in educational, vocational and life planning.

2. Operational Criteria:
a. How are the unique vocational and educational needs of women students reflected in the counseling program?
b. Are these needs taken into consideration in overall institutional planning?

E. 1. Objective (Health Counseling):
Health counseling is available to all students regarding birth control, pregnancy and knowledge of community resources.

2. Operational Criteria:
a. What facilities for such counseling does the institution have?
b. Are both men and women encouraged to use these?
c. If there are no facilities on campus, is referral made to appropriate community sources of help, when needed? (Or are the problems in this area ignored?)

F. 1. Objective (Self-governance):
Governance for women students provides for self-determination and self-direction in the activities of life on campus.

2. Operational Criteria:
a. Do women determine their own social regulations and activities on campus?
b. What is the role of AWS or WSGA on campus? If neither functions, is there a group of students which assumes responsibility for women's interests?

G. 1. Objective (Financial Aid):
Student aid programs and financial assistance are administered on the basis of merit and need alone and with full consideration of those enrolled on a part-time basis, who might not otherwise be able to enroll.

2. Operational Criteria:
a. Are merit and need the basic criteria for granting financial aid, without consideration of sex?
b. Are students enrolled part-time given equal consideration with full-time students for financial aid?

H. 1. Objective (Placement):
Placement policies make available the same recruiting opportunities to both men and women students, reject all recruiting literature and firms which discriminate against women or which advertise positions with specification of sex of applicants.

2. Operational Criteria:
a. Are recruiters required to open all their interviews to both men and women (except for specific sex-related jobs)?
b. Are specifications of sex of applicant in job announcements prohibited and is recruiting information screened for equity and possible discriminatory statements?
c. Are companies which are known to discriminate against women eliminated from campus recruiting?

I. 1. Objective (Housing):
Housing for married and graduate students' dependents, as well as for single persons with dependents, is equally available to both men and women. Facilities support the educational activities of both husband and wife.

2. Operational Criteria:
a. Do married women students have access to married student housing?
b. Is special housing provided for graduate men? If so, are similar facilities available to graduate women?
c. Are women students not accepted because of lack of housing facilities?

II. Faculty and Administration

A. 1. Objective (Salaries and Benefits):
Equity exists in salary, contract status and fringe benefits for men and women in the same job categories.

2. Operational Criteria:
a. What are the salary ranges and median salaries for Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, Teaching Assistant, Research Assistant, and other academic appointments? (Nine months and 12 months for men and women).
b. What are the fringe benefits? Do they differ for various appointments? At what level of appointment do they cut off? Is there a difference between full and part-time appointment?

B. 1. Objective (Hiring and Status):
Policies for recruitment, hiring, promotion and tenure are the same for men and women in all positions in the institution, with open advertising and affirmative recruiting for all vacancies on faculty or administration. Consideration is given to correcting the imbalance of men and women on the staff, while maintaining standards for appointment on merit.

2. Operational Criteria:
a. What is the institution doing to correct the imbalance of men and women on the staff?
b. Is there open advertising and affirmative recruiting for all vacancies ?
c. What evidence is there that men and women are promoted and receive tenure on the same basis?

C. 1. Objective (Nepotism Regulations):
Nepotism regulations have been eliminated and a written institutional policy has been developed to establish clear standards of appointment on merit. Policies and practices which proscribe the opportunity of members of an immediate family are recognized as contrary to the best interests of both the institution and the individual.

2. Operational Criteria:
a. Does the institution have a nepotism policy? If not, what are the practices regarding appointments involving relatives?

D. 1. Objective (Maternity Leave):
A policy on maternity leave for all women on campus has been established, in line with other policies governing leave. Positions at the same or comparable level are available upon return from such leave.

2. Operational Criteria:
a. What is the policy on maternity leave for all women on campus? Are they the same as for other leaves?
b. What are the practices about availability of positions at the same or comparable level upon return from leave?

E. 1. Objective (Participation in Decision-Making):
Women are appointed to all decision-making committees; all-institutional, faculty-staff senates or councils; departmental, college and special task forces in proportion to the percentage of women students enrolled.

2. Operational Criteria:
a. What is the ratio of women to men on decision-making committees?
(1) all-institutional committees?
(2) faculty-staff-student senates or councils?
(3) departmental committees?
(4) special task forces?
b. How does this compare with the ratio of women to men students?

F. 1. Objective (Status of Part-Time Staff):
Precise definitions of part-time and full-time persons on the faculty and administrative staff have been developed so that
a. their professional status is clear
b. regularly employed part-time employees receive professional benefits and are employed at ranks and salaries commensurate with full-time personnel.

2. Operational Criteria:
a. Are there clear definitions of the professional status of regularly employed part-time employees?
b. How are ranks and salaries of part-time employees determined? Are they comparable to full-time employees?

G. 1. Objective (Assignments in Teaching, Research, and Publications)
Men and women on the faculty and staff are given equal consideration in making assignments to teaching at all levels, research and administrative projects and writing of publications.

2. Operational Criteria:
a. Are women assigned to all levels of teaching on the same basis as men?
b. Are women given the same consideration as men in assignment to research and administrative projects or scholarly publications?

H. 1. Objective (Women in Administration):
The number of women in top level administrative positions is in proportion to their representation on the staff and faculty.

2. Operational Criteria:
a. What top-level administrative jobs do women hold? Is this more than token representation? Are women appointed on the basis of merit?
b. Are women actively recruited for such positions?
c. Are women appointed to administrative positions which have promotional possibilities?
d. What is the ratio of men to women in top level administrative positions: central administration, department heads, college deanships, directorships, coordinators?

I. 1. Objective (Trustees):
Number of women trustees is in proportion to the percentage of women in the student body.

2. Operational Criteria:
a. How many women are on the Board of Trustees? Is this more than token representation?
b. Does this number compare favorably with the number of women in the student body?
c. What means are employed to foster the election or appointment of more women to the Board?

III. Administrative Practice

A. 1. Objective (Institutional Data):
Statistics on student body and staff for all data collected by the institution include analysis by sex, race and age.

2. Operational Criteria:
   a. Are all statistics collected on a regular basis so that differences due to sex, race and age are evident and not concealed by overall averages?
   b. Are these statistics used in the development of institutional policies and programs (e.g. for mature women students) and of equitable salary schedules?

B. 1. Objective (Commission on Women):
A Commission on Women (reporting directly to the president on administrative council) gives continuing direction to an all-institutional program for women, handles complaints and administers periodic reviews of the implementation of institutional programs and policies. It coordinates its work with the total Affirmative Action Program of the institution. This Commission also develops research programs aimed at study of the roles of women, attitudes of men and women, and other social factors which inhibit the development and use of the full potential of women and reviews all publications of the institution to assure that they promote a positive image of women and other minorities.

2. Operational Criteria:
   a. Does this Commission function on appointment by the president of the institution and have direct authority from the president?
   b. Is this Commission viewed as the coordinator for the total institutional program for women (students, faculty, administrators and trustees)?
   c. What research programs have been developed and/or carried out to study roles of women, attitudes of men and women, social factors inhibiting development and use of full potential of women. What other areas need further study?
   d. Who acts as coordinator for the Commission?
   e. Is periodic follow-up sufficient to evaluate progress of the program?

C. 1. Objective (Child Care Facilities):
Child care facilities are available for children of all students and employees.

2. Operational Criteria:
   a. Must students drop out or do potential students not matriculate because of unavailability of child care?
   b. Why should the institution assume any responsibility for child care?
   c. What additional costs are involved in establishing such facilities and how are these absorbed? What existing facilities and/or personnel have been adapted?

D. 1. Objective (Non-academic Employees)
Men and women non-academic employees are hired on a competitive basis, are provided equal opportunities for training and advancement, depending upon their education and experience, and receive fringe benefits comparable to academic personnel.

2. Operational Criteria:
   a. Are salaries for full and part-time employees in the non-academic area competitive with industry?
   b. Are non-academic employees given opportunity for training and promotion to better or more professional positions?
   c. Are fringe benefits for these employees comparable to those granted to professional staff?